DOCUMENT RESUME

ED 321 281 CS 212 438

TITLE	State Content Standards for English Language Arts. Volume II: Instructional Activities for Effective Teaching, Grades 4-6.
INSTITUTION	Delaware State Dept. of Public Instruction, Dover.
PUB DATE	Sep 89
NOTE	174p.; For Volumes I, see CS 212 437; for Volumes III and IV, see CS 212 439-440.
PUB TYPE	Books (010) -- Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Class Activities; Grade 4; Grade 5; Grade 6; Intermediate Grades; Language Arts; *Learning Activities; *Listening Skills; *Literature Appreciation; *Speech Communication; State Curriculum Guides; State Standards; *Study Skills; Teaching Methods; *Writing Instruction
IDENTIFIERS	*Delaware

ABSTRACT

This book of instructional activities for grades four through six contains Delaware's State Content Standards for English Language Arts. The standards were developed in 1985 by a committee of teachers representing all grade levels. Used as a basis for curriculum planning in school districts throughout Delaware, the standards were designed to guide instruction by setting forth program objectives for teaching and expectations for student learning. While the guide was compiled to suggest ways for teachers to focus their instruction in the classroom, it may bring to mind other ways of presenting instruction based upon the objectives and expectancies which are included in the publication. The guide is divided into sections (or "strands") containing instructional activities on the subjects of: (1) listening; (2) speaking; (3) writing; (4) literature; and (5) study skills. Each section presents general objectives, specific objectives, and suggested procedures. (SG)

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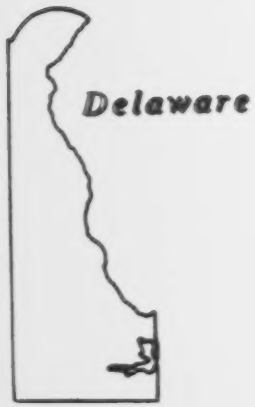
State Content Standards for English Language Arts

Volume II

Instructional Activities for Effective Teaching

Grades 4-6



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Volume II

Instructional Activities for Effective Teaching

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Delaware Department of Public Instruction

September 1989

This publication is available in microfiche
from the Bureau of Archives and Records, Hall of Records,
P.O. Box 1401, Dover, Delaware 19903, and
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Acknowledgments

The instructional activities in this series of publications were assembled by two teachers of English in the Laurel District -- Mary Ellen Taylor and Ruth Ann Phillips. Some were created to match specific standards while others were adapted from various curricular guides or teacher's Manuals.

The Department was pleased that many classroom teachers took time from their busy schedules to contribute ideas which were incorporated in the suggested activities.

Funding for the publications was made available through a grant from the Professional Development Division. The work was completed under the direction of Dr. Gary L. Houpt, State Supervisor of English/Language Arts.

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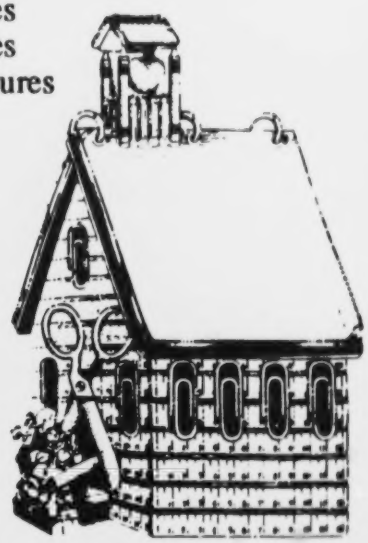
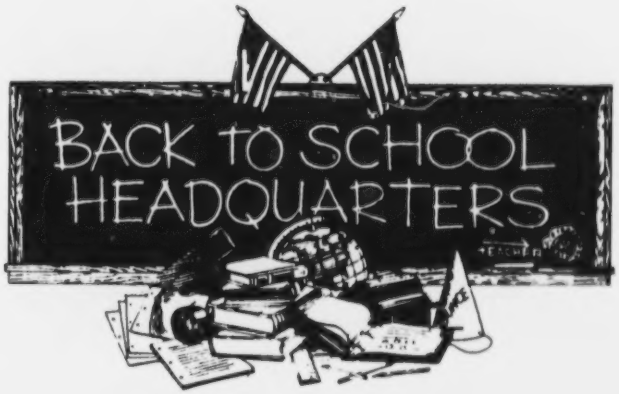


Introduction

The State Content Standards for English Language Arts were developed by a committee of teachers representing all grade levels and were introduced in 1985. Since that time they have been used as a basis for curricular planning in school districts throughout Delaware. The Standards were designed to guide instruction by setting forth program objectives for teaching and expectations for student learning.

These instructional activities which are directly related to the Content Standards have been compiled in order to suggest ways for teachers to focus their instruction in the classroom. The ideas contained within the various activities will hopefully bring to mind other ways for presenting instruction based upon the objectives and expectancies which are also included in the publication.



Instructional Activities for Effective Teaching

A. LISTENING (Grades 4 - 6)

General Objective

1.0 To follow directions.

Specific Objective

1.1 Follow multi-step directions for assigned tasks (test directions).

Suggested Teaching Procedures

A. Have the students take a "Mock Test" to evaluate their ability to follow directions.

Teacher Notes

A. "Mock Test" (Test Questions must be adjusted for the age level)

Give the directions orally.

Directions: This is a test to determine how well you can follow directions. Remember to read all the test questions before beginning. Don't forget! This is a test and there should be no talking during it even if you think some of it is funny. The test is timed; you will have 30 minutes.

Following Directions Test

1. Print your name in the blank in the upper right hand corner. Print your last name first then your first name and middle initial.

2. Write in cursive the date under your name. Write out the name of the month; use no abbreviations.

3. Write in cursive the grade you're in; do not use numerals.

4. Print your teacher's name under your grade.

5. Write in cursive your parent's or guardian's name.

Know where you are going ------Learn to follow directions.

6. Draw five stars in the following blank_____.

7. Stand up and stretch your arms toward the ceiling.

8. Draw a happy face in the box.

9. Circle your favorite flavor of ice cream of the three listed.

   Vanilla Chocolate Cookies 'N Cream

10. Underline your favorite kind of music of the three listed

    Hard Rock Rock Country

11. Stand on one foot and count <u>silently</u> to twenty

12. Draw a neat line through question number seven

13. What is your favorite TV Show?
    Answer in a <u>complete sentence</u>

14. Draw two circles around your favorite kind of pet

    Cat Dog Gold Fish

15. Write the name of your favorite month of the year in the blank _____
    Explain why in a complete sentence

16. Put your pencil down. Do not do any of the above items 1-15. This test is a joke. Don't give away the secret.

B. Assign prepared excerises which include the kinds of questions found on objective tests. (Multiple choice, true-false, matching)

C. Have the students take a test after the instructions have been given orally.

General Objective

2.0 To respond to oral presentations.

Specific Objective

2.1 Identify relevant information.

Suggested Teaching Prodecures

A. Explain that frequently a speaker will go off the subject while giving an oral presentation and this kind of mistake makes the presentation confusing and too lengthy.

C. Give an entire lesson having students follow directions. Do not repeat instructions and do not allow students to ask questions or talk.

Examples:

1. Skip a line.
2. Draw a circle.
3. Put an "x" in the circle.

Teacher Notes

A. Add irrelevant information to a factual article. Have students identify the irrelevant information.

Start talking about a topic (i.e. farming procedures) and stray from it (i.e. talk about the farmland you saw on your last vacation).

B. Provide an evaluation sheet for the students and explain how it will be used.

C. Give the class an informative report which clearly includes irrelevant information.

D. Have the student complete the evaluation form.

E. Have the student share his/her findings.

F. Give the speech again omitting the irrelevant information.

G. Include this type of evaluation in a more detailed check-list for speech making.

H. Have students give oral presentations and have the class use the evaluation form. (NOTE: There should be several "ungraded" presentations before this so that students are "used to" speaking and feel comfortable.

B. Evaluation sheet to determine Relevancy of Information

- The purpose of the speech is clearly explained. Circle yes no
- What is the purpose?
- All the details pertain to the main idea or purpose. yes no
- If not; what was included which should not have been?

C. Have students use their check sheets to evaluate the report.

G. Items to include in a detailed speech or oral presentation form:

- Posture
- Use of body language and eye contact
- Enthusiasm - good pitch, volume, inflection

H. Have students prepare a 90-100 word commercial on a favorite book. Tape student presentations. Have students evaluate themselves and others.

Specific Objective

2.2 Paraphrase the content.

Suggested Teaching Procedures

A. Give the class directions on how to do something.

B. Have the students paraphrase the directions.

C. Show the students a list of the steps and have them determine if anything was omitted.

General Objective

3.0 To analyze oral presentations.

Specific Objective

3.1 Explain why a presentation is liked or disliked.

Teacher Notes

A. Possible directions to use

- Fire drill directions
- Field Day directions
- Trip Instructions
- How to do a craft project like soap carving or batiking
- How to hold a baseball bat

Students give directions on something familiar i.e. how to make scrambled eggs.

Class (or partners) evaluate.

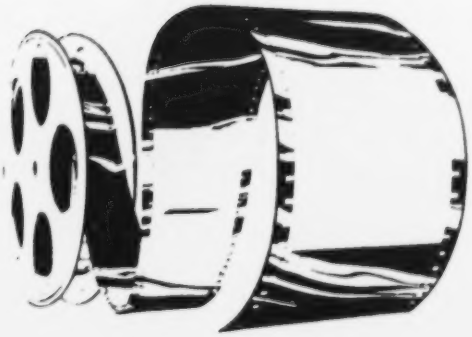
Have students retell a story they have read.

Suggested Teaching Procedures

A. Explain that good speakers have developed certain skills.

B. List the skills for the class discussing and demonstrating each one.

C. Provide a check-list or evaluation form.



D. Give a presentation which clearly has flaws.

Teacher Notes

A. Use videos or tapes of speakers giving presentations, i.e. Bill Cosby.

Oral book report check sheet may be given to each student to evaluate the oral report of another student.

C. Check-List for Oral Presentations

	Circle	
	Yes	No
1. The speaker looked at the audience and seemed relaxed.	Yes	No
2. The speaker spoke clearly, loudly, and slowly.	Yes	No
3. The speaker showed that he/she was interested in his/her topic by being enthusiastic through his/her voice.	Yes	No
4. The speaker used body language.	Yes	No
5. The speaker made his/her topic known at the beginning of the presentation and she/he stuck to it.	Yes	No
6. The speaker selected an interesting topic.	Yes	No
7. The speaker used audio-visual aids.	Yes	No

E. Have students evaluate the presentation using the check-list.

F. Have students share their reactions.

G. Repeat the presentation correctly.

H. Assign oral presentations to the class.

I. Have classmates complete the check-lists and discuss their findings.

Specific Objective

3.2 Determine conflicts in a story.

Suggested Teaching Procedures

A. Define conflict.

B. Explain that writers use several kinds and list some of them.

C. Give a list of examples and have students identify them.

Teacher Notes

A. Conflict - A struggle between two opposing forces.

B.
- Man vs Man
- Man vs Nature
- Man vs Society
- Man vs Himself

C. Match the situation to the conflict.

- You are swimming in the ocean and the undertoe starts to get the best of you. You struggle to get free.
  (Man vs Nature)

- You and your sister argue over what TV show to watch.
  (Man vs Man)

D. List the types of events which express a conflict and build a plot for a story.

- Your town council wants to close the town playground. You go to address the council and voice your disapproval.
  (Man vs Society)

- You are about to take a test that you have not studied for. The girl next to makes her test paper clearly visable. Do you peek?
  (Man vs Himself)

Give a beginning and have students complete the conflict, i.e. Man went to work . . .

Man vs Man and fought with his boss.

Man vs nature and got stuck in the show.

Man vs society and got a ticket.

Man vs himself and cheated on the time clock.

Give students cards with conflict types on them. Have them discuss the situations.

D. Events which create conflict and build a plot

- Events which build up to the conflict
- Events which create the actual conflict
- Events which cause confusion and/or complication
- Events which help resolve the conflict

E. Read a story to the class and have the students identify the conflict(s) through guided questions.

F. Have students role play the conflict.

Specific Objective

3.3 Identify contextual clues.

Suggested Teaching Procedures

A. Read a poem to the class about an object, plant, animal or famous person.

B. Remove the name of the subject or select a poem which doesn't include the subject's name within the verse.

E. "The Blizzard" by W.J. Hager Star Flight, Scott Foresman Reading Series is a good example to read for major and minor conflicts.

Questions

- What type of conflict is implied in the title?
- What minor conflict is presented between father and son?
- What kinds of internal struggles did Ramiro face?

Teacher Notes

B. Example of poem to use for contextual study

Mushrooms

Overnight, very
Whitely, discreetly
Very quietly

Our toes, our noses
Take hold on the loam
Acquire the air

C. Have students identify which lines of the poem give hints to what the poem is about.

D. Tell the class some riddles and have students guess the answers. Discuss what clues led them to the correct answers.

E. Give students a group of sentences containing one "scrambled" word in each sentence. Have them unscramble the words and discuss what information in each sentence gave the clue to the scrambled words.

Nobody see us,
Stops us, betrays us;
The small grains make room

Soft fists insist on
Heaving the needles,
The leafy bedding

Even the paving.
Our hammers, our rams,
Earless, eyeless

Perfectly voiceless,
Widen the crannies,
Shoulder through holes. We

Diet on water,
On crumbs of shadow
Bland-Mannered, asking

Little or nothing
So many of us!
So many of us!

We are shelves, we are
Tables, we are meek
We are edible,

Nudgers and showers
Inspite of ourselves,
Our kind multiplies;

We shall by morning
Inherit the earth.
Our foot's in the door.

Sylvia Plath

Specific Objective

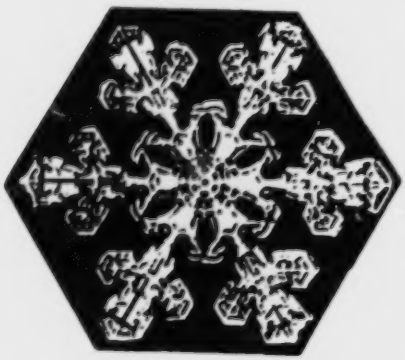
3.4 Recognize literary sound devices (onomatopoeia, alliteration, rhyme).

Suggested Teaching Procedures

A. Define onomatopoeia using comic books as a reference point.

B. Have students provide examples on onomatopoeia.

C. Read a poem aloud and have the students identify the examples of onomatopoeia.



Teacher Notes

A. Onomatopoeia - The use of words which whose pronunciation suggests their meaning - buzz, hum, rumble.

B. Make the sounds of:

A typewriter.
A glass breaking on the floor.
A child jumping off the top bunk.

C. Poem to use for sound devices.

Words Words Words

"Feelings About Words"

Some words clink
As ice in drink.
Some move with grace
A dance, a lace.
Some sound thin.
Nail, cream and pin.
Some words are squat:
A mug a pot,
And some are plump,
Fat, round and dump,
Some words are light:
Drift left and bright
A few are small:

D. Define alliteration.

A, is and all.
And some are thick,
Glue, paste and brick.
Some words are sad:
"I never had..."
And others gay:
Joy, spin and play.
Some words are sick:
Stab, scratch and nick.
Some words are hot:
Fire, flame and shot:
Some words are sharp,
Sword, point and carp.
And some alert:
Glint, glance and flirt.
Some words are lazy:
Saunter, hazy.
Some words are preen:
Pride pomp and queen:
Some words are quick,
A jerk, a flick.
Some words are slow:
Lag, stop and grow,
While others poke.
As ox with yoke.
Some words can fly -
There's wind, there's high;
And some words cry:
"Goodbye...
Goodbye..."

Mary O'Neill

D. Alliteration - Repetition of initial identical consonant sounds.

The fair breeze blew, the white foam flew.
The furrow followed free. Coleridge

Create a poetry file with examples of literary devices.

E. Point out examples of alliteration by repeating a tongue twister - She sells sea shells by the sea shore.

F. Have students recall other examples (Peter Piper, How much wood...).

G. Using a poem, point out examples of alliteration; have students point out some examples

H. Define rhyme.

I. Give the students words and have them provide as many words as possible which rhyme.

J. Read aloud a poem and have students identify rhyming words.

flower
power
shower
tower

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bunch
crunch
lunch

H. Rhyme - Repetition of accented vowel sound and all succeeding sounds.

I. Make a rhyming dictionary available.

J. Show examples of rhyme patterns.

Create a wheel-spin and create a figure of speech to illustrate the emotion.

B. SPEAKING (Grades 4-6)

General Objective

1.0 To communicate ideas and experiences

Specific Objective

1.1 State directions and explanations clearly.

Suggested Teaching Procedures

A. Provide a box filled with ideas for giving directions.

B. Have students draw an idea from the box.

C. Draw an idea from the box and explain the process a person goes through in order to give directions.

D. Allow time for planning and researching.

E. Give your directions to the class as demonstration.

F. In pairs have the students practice giving the directions.

G. Have students present their directions to the class..

Teacher Notes

A. Ideas for box:

- Explain how to get from the school to your house.
- Explain how to get from your house to your favorite department store (toy).
- Explain how to get from school to the closest fast food restaurant.
- Explain how to get from your house to the closest athletic stadium.
- Explain how to get from your house to a beach.

B. Tips for giving directions:

- Remember to use compass directional signals - north, east, south, west.
- Remember to use other directional signals - right, left.
- Make notes of names of streets.
- Find out the distance in mileage and/or blocks.

Specific Objective

1.2 Make proper introductions and announcements.

Suggested Teaching Procedures

A. Explain the need for making introductions and announcements properly.

- Make note of landmarks - a church, restaurant, statue.
- Draw a map and enlarge it for the group.
- Include any problem areas which might make travel dangerous (a busy intersection, rush hours).

Teacher Notes

A. Ideas for the box:

- Select a person from the class to introduce as the star athlete, the best math student, best creative writer or class clown.
- Pretend that a student is new to the class and introduce him or her.
- Introduce your teacher (principal or custodian) to the class.
- Announce a play that will be performed in your school or community.
- Announce a fund raising project that an organization you belong to is presenting.
- Announce the schedule for a summer park camp.
- Write the announcement for your scout meeting.

B. Provide an idea box with ideas for introductions and announcements.

C. Demonstrate giving an introduction and announcement.

D. List things to remember when giving introductions and announcements.

B. Tips for making introductions.

- Speak slowly in a loud, clear voice. Be careful though; don't be obnoxious and don't try to show-off.

- Remembering names can be tricky. When you are introduced to a person, carefully observe the individual and make a mental connection with the name and the person. (Example - Laura Thompson has beautiful blue eyes.)

- When making the introduction add a remark which will help people carry on a conversation or will help others to know him/her better.

  Example:

  "Mom, I'd like you to meet my friend, Kenny Ellis. He is in my class this year, and we are working on the science fair project together."

- Announcements must contain the necessary information (event, date, time, place, cost).

  Example:

  Mrs. Taylor's third grade class will be presenting a puppet show version of Cinderella on January 15, 1988, at 7:00 p.m. in the Fred Douglass Elementary School Auditorium. The admission is free and everyone is welcome.

E. Have students select ideas from the box.

F. Allow time for preparation.

G. Have students present their introductions and announcements.

H. Have students practice these skills throughout the year by having them introduce guest speakers, and new students and announce upcoming events.

Specific Objective

1.3 Make class presentations (informal book review, formal report, informal speech).

Suggested Teaching Procedures

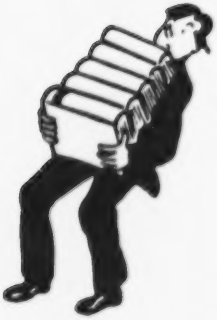
A. Read a story to the class.

B. Present an informal book review while dressed as the main character.

C. Explain the parts of the book review.

D. Have students read a book of their choice and give an informal book review using notes on index cards.

E. Have students research a topic which is an extension of what is being studied in science or social studies.



Teacher Notes

B. Parts of the book review:

- Title and author of the book
- The type - fiction or nonfiction - fantasy or myth.
- Setting
- General summary (short)
- Description of a main character
- Lesson taught (if appropriate)

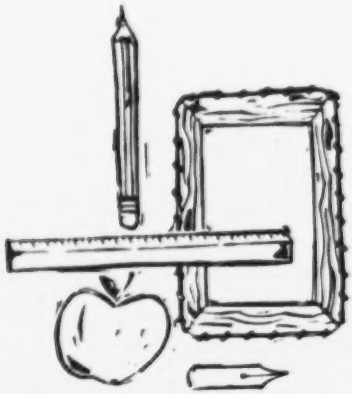
F. Explain the parts of the report.

G. Scramble parts of a report and have students put them in order.

H. Have students write their formal reports and then outline them on index cards.

I. Have students give orals reports to the class.

J. Give the students ideas for informal speeches.



K. Allow a day for preparation.

F. Parts of the formal report:

- Introduction (topic and purpose of the report)
- Body (three main ideas with examples)
- Conclusion (Restate the purpose and state any major point which was learned from doing the research.)

J. Ideas for informal speeches:

- Have students bring an object to class that has value to them.

  Have students explain the value.

- Have students assume that they have died and been gone from earth for thirty years. What would they come back as and why. What changes would they discover?

- Have the students discuss - The most important _____ in my life.

  person day experience
  lesson mistake

L. Have students present their informal speeches to the class, allowing some "practice" sessions in front of small groups.

General Objective

2.0 To use techniques for effective communication

Specific Objective

2.1 Use standard English appropriate to a situation.

Suggested Teaching Procedures

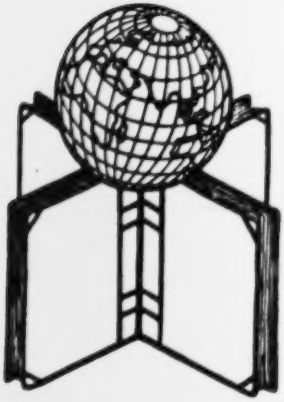
A. Explain that, like clothing, we sometimes change our choice of words according to the situation.

B. Have students point out the kinds of clothes they might select for various situations.

C. List some common expressions which are nonstandard and have the class provide the standard form.

D. Encourage the use of standard English in the school environment.

E. Gently correct individuals when they use nonstandard English.



C. Common nonstandard expressions:

- ain't
- they was
- he don't
- belong to he
- me and him

D. Make large cartoon posters depicting characters correcting one another.

Specific Objective

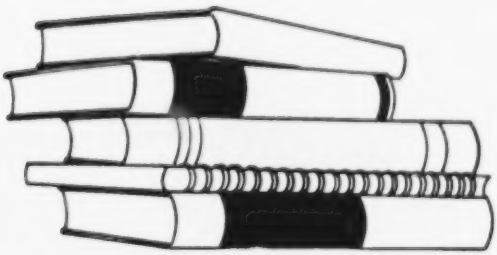
2.2 Establish and maintain audience contact (eye contact, audience attention).

Suggested Teaching Procedures

A. Explain that giving a report or speech is a form of communication. There is a giver and receiver. Without eye contact and the audience's attention, no communication will take place. The speaker will feel cut off, isolated and more afraid than usual.

B. Have students overcome fear by having them deliver nursery rhymes or other memorized material to a poster just above the students' heads. Have the speaker start by looking directly at the group and then to the poster. Eventually remove the poster.

C. Offer additional tips for speakers (in list form).



Teacher Notes

"The Gettsburg Address"

C. Tips for holding the audience's attention:

- Be prepared so that you don't fumble over unfamiliar words.
- Be enthusiastic; let your voice change. (higher and faster with excitement, pause for emphasis.)
- Stand up straight; don't cling to the a desk or another piece of furniture.
- Use body language; move your arms for emphasis.
- Take a deep breath; the audience will respond as a friend not a foe.

D. Encourage the listeners to help the speaker by being attentive, sitting up straight and following general rules of courtesy.

Specific Objective

2.3 Read aloud with proper expression.

Suggested Teaching Procedures

A. Read aloud a poem using no expression.

B. Have the students explain what they liked or disliked about the poem.

C. Read the poem aloud again with expression.

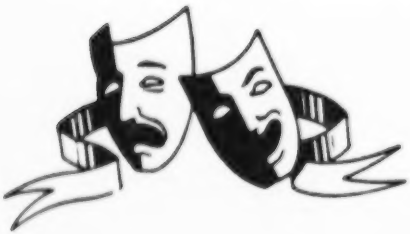
D. Have students respond to the difference.

E. List tips for reading with expression.

F. Leave students envelopes with personalized instructions on the inside. One child's envelope should contain directions which tell her to tell another child what to do. Students need each other's directions in order to have class do required work in proper order. No talking allowed except when giving directions as indicated.

- Use audio visual aids when possible.
- Tell stories that the audience can relate to if possible.

Teacher Notes



E. Tips for giving expression to oral reading:

- Read over the selection first silently to get a feeling of the overall mood.
- Look for punctuation.

  Question mark - voice raises
  Exclamation point - enthusiasm

  Periods - voice drops
  Commas - pauses
  Bold face print or underlining - louder

G. Guide the class in an oral reading of a poem.

H. Assign poems for individuals to present to the class.

I. Tape the readings and replay them for review.

General Objective

3.0 To participate purposefully in class discussions

Specific Objective

3.1 State appropriate explanations.

Suggested Teaching Procedures

A. Allow time for class discussion after skill building and other learning activities.

B. Prepare students for question periods by giving them the standard types of questions which are asked or give them the actual questions before the assignment is done.

- Look for change of speakers - change your voice to suit the character and his mood.
- Practice reading before giving a presentation. Look up the pronunciation of any difficult words.

Teacher Notes

B. Standard questions begin with who, what, when, where, why and how.

C. Build from simple recall or literal interpretation to more critical and inferential kinds of questions.

C. Sample questions which build in difficulty:

from "I Wandered Lonely as a Cloud"
by William Wordsworth

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,

A host, of golden daffodiles;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle in the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

Questions:

- What does the poem describe?
- Is the mood of the poem happy or sad?
  Which words set the mood?
- What does the speaker compare himself to?
  What does he compare the daffodiles to?
- How does the speaker feel in line one?
- Does his feelings seem to change?
- What is the poet telling us about life or
  ourselves?

Specific Objective

3.2 Interact and assume roles with peers in small groups.

Suggested Teaching Procedures

A. Plan a class party or celebration which centers around a theme.

B. Write assignment on index cards.

C. Have each student draw a card; this will determine his/her group.

D. Have students elect a leader and a secretary.

E. Have each group discuss its assignment.

F. Have the group leaders report to the class their decisions using the secretary's notes.

G. Have other students offer to help other groups if necessary.

H. Have the celebration or party.

Teacher Notes

A. Holidays, birthdays, seasons, beach party, luau.

B. Thanksgiving Celebration

Ideas for groups:

- decorations
- refreshments
- entertainment
  - skits
  - stories
  - songs
  - poems

D. Discuss with students the responsibility of the group leaders. Discuss the responsibility of group members.

Evaluate the group planning efforts with students.

- What prohibits effective planning?
- Were group members willing to compromise?
- Did all group members perform assigned duties? If not, what effects did that have on the celebration?

C. WRITING (4-6)

General Objective

1.0 To communicate ideas through a variety of sentence and paragraph structures.

Specific Objective

1.1 Identify and compose interrogative, imperative and exclamatory sentences.

Suggested Teaching Procedures

A. Define interrogative, imperative and exclamatory sentences and provide samples of each (on the blackboard, overhead projector or hand-outs).

B. Ask the students what punctuation differences they see.

C. Ask students to give additional models.

Teacher Notes

A. An interrogative sentence asks a question. It ends with a question mark.

Example: Do you like to fish?

An imperative sentence gives a command. It ends with a period.

Example: Don't spill that on the floor.

An exclamatory sentence shows strong feeling (emotion) and ends with an exclamation mark.

Example: What a great day it is for fishing!

NOTE:

Emphasize that imperative sentences do not contain subjects.

B. Using a familiar story, eliminate the punctuation and have students supply the necessary punctuation.

D. Provide students with an exercise identifying the three types of sentences.

E. Have students write three examples of each type of sentence.

F. Have students read aloud various examples demonstrating the difference in how they sound.

Specific Objective

1.2 Identify and compose simple and compound sentences.

Suggested Teaching Procedures

A. Review nouns and verbs and their uses as subjects and predicates.

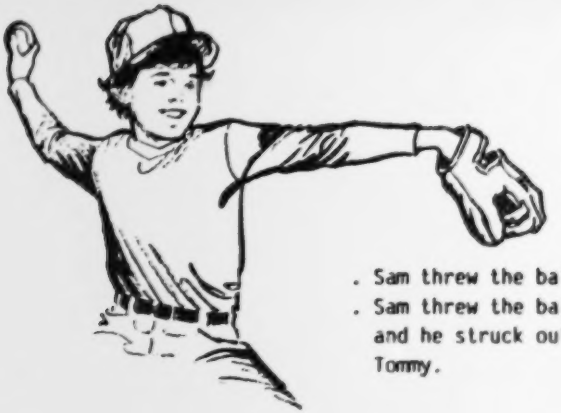
B. Define simple and compound sentences.

C. Review coordinating conjunctions.

D. In a given exercise have students identify simple and compound sentences.

E. Provide students with pairs of simple sentences to combine using coordinating conjunctions.

F. Have students write five simple and five compound sentences.



. Sam threw the ball
. Sam threw the ball and he struck out Tommy.

Teacher Notes

A. The length of the review depends on how much students retained from earlier instruction. It may be necessary to give them exercises identifying nouns and verbs.

C. Coordinating conjunctions

and, but, or, for, nor

E. Sample sentence

Bob fell down. He broke his leg.

F. Stress the value in combining sentences.

Specific Objective

1.3 Identify simple/complete subjects and predicates.

Suggested Teaching Procedures

A. Review subject pronouns, nouns and verbs and subjects and predicates.

B. Provide an exercise in which students draw a line between the complete subject and predicate.

C. In the same or a different exercise, have the students draw one line under the simple subject and two lines under the simple predicate.

Specific Objective

1.4 Identify compound subjects and predicates.

Suggested Teaching Procedures

A. Show students models of sentences containing compound subjects and/or predicates.

B. Lead a discussion having students differentiate between compound sentences and simple sentences with compound subjects and/or predicates.

Teacher Notes

A. Provide a paragraph or short story using only pronouns. Have students interpret the main idea.

B. Discuss the inadequacies of this example.

Sample: The boys/ran fast.

C. We read many of his poems.

Teacher Notes

A. 1. Bob and Anne both drive to work every day.

2. Bob drives to work and parks his car in a reserved place.

3. Bob and Anne drive to work and park in a private lot.

C. Provide students with an exercise in which they underline the subjects and verbs.

Specific Objective

1.5 Identify and complete sentences using direct objects.

Suggested Teaching Procedures

A. Review the uses of nouns in sentences. (Instruct the use of nouns as direct objects if needed.)

B. Give students models of sentences containing direct objects and have students label the direct objects in each sentences.

C. Discuss student responses in class.

D. Assign ten sentences containing direct objects for students to write.

Specific Objective

1.6 Construct a descriptive paragraph using a topic sentence and supporting details.

Suggested Teaching Procedures

A. Review the terms topic sentence and supporting details.

Teacher Notes

B. Sample sentences containing direct objects

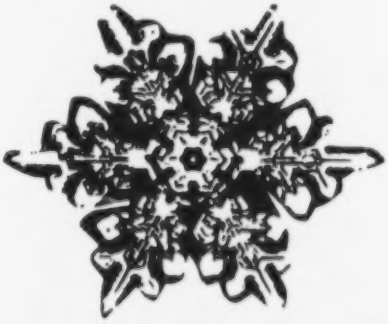
1. We read his poem (D.O.) in class yesterday.
2. Bring me the newspaper (D.O.), please.
3. He spilled the milk on the floor.
4. He carried the bat and mitt.

Teacher Notes

A. The topic sentence is the main idea of the paragraph.

B. Provide several models of descriptive paragraphs for students to read and analyze orally.

C. Provide an interesting object and have the class brainstorm for adjectives to describe the object or to state purposes for the object.



D. Have students write a paragraph about the object.

E. Share paragraphs orally while discussing the positive aspects.

F. Assign a new topic.

G. In small groups, have students list as many ideas as possible about the topic.

H. Have each student select four details from the list. Selected details will vary.

I. Have each student write a topic sentence which his/her selected details will support.

J. For advanced classes provide models illustrating different placements of topic sentences.

C. Suggested topics

1. A walk in the woods
2. A snowy day
3. My bedroom
4. A spooky house

NOTE:

Emphasize that writers think about sounds, sights, smells, and tastes when they write a descriptive paragraph. Tell the students to try to write so vividly that the reader can almost feel and experience the same feelings the writer feels.

K. Assign each student a paragraph to write containing his/her topic sentence and selected details.

L. Have students proofread and edit their paragraphs.

M. Provide students with a specific format for their final copies.

N. Have students write their final copies.

Specific Objective

1.7 Construct a paragraph developing narration.

Suggested Teaching Procedures

A. Provide several models of narrative writing for examination and discussion.

L. Provide students with a checklist for editing and correcting their paragraph writing.

1. Is there a title?
2. Is there a topic sentence?
3. Do your details explain and support your topic sentence?
4. Check the kinds of sentences in your paragraph.

   Simple _____.
   Compound _____
   Complex _____
   Does your paper contain sentence variety?

5. Did you check for fragments and run-ons?
6. Did you correct misspelled words?
7. Did you check for punctuation errors?
8. Does your paragraph contain a concluding sentence?
9. Do all of your sentences begin with upper case letters?

M. In ink? Scratch-outs?

N. Have some students read their paragraphs aloud.

B. Brainstorm the class for ideas for a narrative paragraph.

C. Have each student list the details he/she would include in his/her paragraph of this chosen topic.

D. Have students write a topic sentence which their details support.

E. Have students write narrative paragraphs.

F. Have students proofread and edit their paragraphs.

G. Have students write their revised and corrected paragraph.

General Objective

2.0 To organize ideas and information.

Specific Objective

2.1 Take notes by paraphrasing information to avoid plagiarism.

B. Suggested topics

1. The most exciting...
2. My most embarrassing moment...
3. I really lost my temper when...
4. My favorite birthday...
5. The best game of my life ...

F. Use checklist suggested in 1.6 H or devise one for your class.

NOTE:

Make it a habit to display the best samples of student writing.

Suggested Teaching Procedures

A. Lead a discussion about using information from a book or encyclopedia in a report.

B. Define paraphrasing and caution against plagiarism.

C. Using a model on the board or on the overhead projector, demonstrate paraphrasing.

D. Provide students with a paragraph to paraphrase.

Specific Objective

2.2 Use outlining in developing a report.

Suggested Teaching Procedures

A. Review outlining.

Teacher Notes

C. 1. Read the entire selection and determine the main idea.
2. Underline key words and ask students to help you think of synonyms for these words.
3. Rewrite the paragraph in your own words replacing key words with synonyms provided by the class.

Teacher Notes

Skeletal Outline

I. Main topic
A. Subtopic
B. Subtopic

II. Main topic
A. Subtopic
1. Detail
2. Detail
B. Subtopic

III. Main topic
A. Subtopic
B. Subtopic

B. Provide students with punctuation, capitalization, parallel structure models of topic and sentence outlines for their reference.

C. Provide students with an exercise in which they have to arrange given topics and subtopics in outline form.

D. Have students do a written outline for each report they are assigned.

Specific Objective

2.3 Summarize ideas and information.

Suggested Teaching Procedures

A. During assigned oral or silent reading, stop frequently and ask students to summarize orally the information and ideas expressed in individual paragraphs.

B. Provide students with several paragraphs to summarize in writing.

Specific Objective

2.4 Compose reports using library resources.

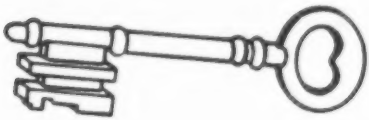
Suggested Teaching Procedures

A. Lead a discussion about the types of resources contained in the library.

Teacher Notes

B. Demonstrate summarizing at the board after students have had adequate practice in summarizing orally. Then have students write their summaries.

B. Take students to the library and point out the location of various resources Review the Dewey Decimal System.



C. Assign a report for which research is necessary. Make specific requirements concerning the number and kind of resources the student is to use.

D. Monitor student writing to make sure that students are following correct note taking procedures.

E. Have students use their notes to develop an outline.

F. Have students write their reports using their outline as an organizational pattern.

G. Have students proofread and edit their first drafts.

B. Dewey Decimal System

000 - 009	General works
100 - 199	Philosophy
200 - 299	Religion
300 - 399	Social Sciences
400 - 499	Language
500 - 599	Sciences
600 - 699	Technology
700 - 799	Fine Arts
800 - 899	Literature
900 - 999	History, Geography

C. Beginning students may use only one source. Then they can use paraphrasing and summarizing you have instructed earlier. Do not allow students to copy from the resources.

G. Provide students with a checklist for report writing to assist them in proofreading. Use the checklist in 1.6 H as a guide in developing one suitable for a report. You could add items like the following: Does your paper have an introduction? Did you indent paragraphs? Does each paragraph contain a topic sentence?

H. Assign students the final revised report to turn in.

Specific Objective

2.5 Prepare a list of sources.

Suggested Teaching Procedures

A. Explain to students the purpose of a bibliography.

B. Providing each student with a copy of a bibliography, lead a discussion about the items and punctuation used in each entry.

C. Provide students with bibliographical data for them to arrange in correct order with correct punctuation.

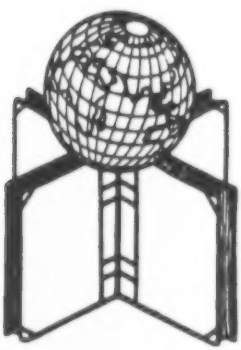
D. Require students to provide bibliographical notations for all sources they use in written reports.

NOTE:

Students might be asked to underline topic sentences to aid them in checking their paragraphs for and controlling their paragraph development.

Teacher Notes

A. Since there are various formats for bibliography notation, use the style in your textbook or use a style that is determined by teachers in your grade level or department.



General Objective

3.0 To communicate thoughts through letter writing.

Specific Objective

3.1 Compose social and business letters.

Suggested Teaching Procedures

A. Review and lead a discussion about letter writing. Ask students to tell the differences between business and social letters. Use models.

B. Brainstorm the class about ideas (information) they would include in a letter to a foreign pen pal.

C. Have students write a letter to an imaginary pen pal.

D. Show students a model of a business letter and ask them the names of the parts. Lead a discussion about what is contained in each part.

E. Give students a particular situation and have them write a business letter.

Teacher Notes

A. Locate a good model of each type of letter to give to the students for reference.

Discuss how the language in a business letter differs from the language in a friendly letter.

Design a poor example of each type of letter and lead a discussion on the impression the poor letters leave.

D. Ask students when and why a person might need to write a business letter. Discuss letters of request or complaint.

E. Make sure you give students the entire business address and give the students specific instructions concerning the purpose of the letter writing. Include details to mention in the letters.

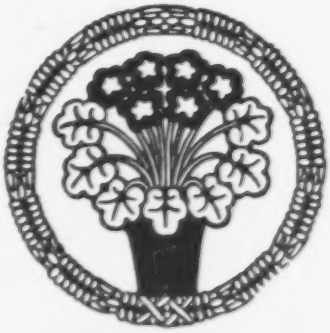
F. Have students proofread and edit their letters before turning them in to be graded.

Specific Objective

3.2 Address envelopes.

Suggested Teaching Procedures

A. Show students several examples of addressed envelopes.



B. Lead a discussion about the location of the addresses and the information they contain.

C. Have students address an envelope for each letter they write.

General Objective

4.0 To create poetry.

Teacher Notes

RETURN ADDRESS

STAMP

ADDRESS

Explain that the return address is the name and address of the person who wrote the letter. The main address contains the name and the complete address of the person to whom the letter is being sent.

Specific Objective

4.1 Compose poems of various types.

Suggested Teaching Procedures

A. Lead a discussion about the difference between prose and poetry.

B. Read various kinds of poetry to the students and discuss the characteristics of each type.

C. Give the student copies of poems (written by other students, if possible) to read. Lead a discussion pointing out the positive features in the poems and suggesting ways each poem could have been improved.

D. Begin by having students write a metaphor about themselves. Have them begin sentences with "Some people think I'm a _____ but I'm really a _____."

E. Have some students volunteer to read what they have written.

F. Discuss the characteristics of a tanka and show the students an example of one. The tanka presents a visual picture; it is actually an extended simile since it compares two unlike things or events and uses <u>like</u> or <u>as</u>.

Teacher Notes

A. Discuss how poems create sounds and pictures. Discuss poetic devices (i.e. rhyme, metaphors, similes). Have students count the syllables in several poems.

B. Illustrate rhyme by having students suggest as many rhymes as possible for a word you put on the board.

C. Select student poetry; put on construction paper. Tie all these pages together to form a "poetry quilt."

D. Some people think I'm a sleek sportscar roaring up the highway, but I'm really an old wreck that's difficult to get started.

F. An example of a tanka

Spring Rain

by Lady Ise

The spring rain
Which hangs to the branches
Of the green willow
Looks like pearls
Threaded on a string

G. Have the students write tankas and read their poems to the class.

H. Show students models of picture poems, alphabet poems, and limericks.

I. Have students write a second poem of their choice.

General Objective

5.0 To proofread and edit.

Specific Objective

5.1 Identify and correct for mechanical, structural and organizational errors.

Suggested Teaching Procedures

A. Provide students with a list of specific items to guide them in proofreading and editing their work.

B. Have students complete the above checklist and hand in with each written report.

Specific Objective

5.2 Identify and correct for sentence variety, use of details, and appropriate word choice.

(Tankas are poems which contain thirty-one syllables. The first and third lines have five syllables; the remaining lines each contain seven syllables. The model varies since it is a translation from a Japanese poem.)

Teacher Notes

See 1.6 H for a sample checklist

Assign a partner to students who have difficulty proofreading.

Suggested Teaching Procedures

A. Provide students with a checklist for the above listed items.

B. Demonstrate how students are to use the checklist.

C. Have students answer specific questions (on the checklist) which will assist in locating and correcting items in 5.2.

Specific Objective

5.3 Identify and correct fragments and run-on sentences.

Suggested Teaching Procedures

A. Show students models of fragments and run-on sentences and lead a discussion about what is wrong and how to correct errors.

B. Give each student an exercise containing fragments, run-ons and correctly written sentences. Have them identify each word group and correct the ones that need correction.

C. Discuss student responses in class.

D. Have students check for fragments and run-ons in their writing assignments.

Teacher Notes

A. Student checklist should include a section where students identify each type of sentence in a paragraph. You might require that some paragraphs contain a specific number of compound sentences or complex sentence.

Teacher Notes

A. All grammar books contain exercises which involve the identification and correction of fragments and run-ons. For additional practice, the teacher could type a group of errors from student papers and have students correct these errors.

General Objective

6.0 To recognize and use parts of speech.

Specific Objective

6.1 Identify and apply correct usage of singular and plural, common and proper, and abbreviation of nouns.

Suggested Teaching Procedures

A. Instruct the students in the usage of singular and plural, common and proper and abbreviations of nouns.

B. Provide exercises for each of the noun usage listed.

C. Correct and discuss the responses in class.

D. Have students employ correct usage in their personal writing.

Specific Objective

6.2 Identify and use action and linking verbs, helping verbs and irregular verb forms correctly.

Teacher Notes

B. Give students exercises in which they insert missing apostrophes correctly.

Give students a list of nouns for students to identify as either common or proper. Have students capitalize the proper nouns.

The bee's buzz -
The flower's petal -

Suggested Teaching Procedures

A. Instruct students in the verb uses listed above.

B. Provide exercises for students to practice identifying and using the verbs correctly.

C. Correct and discuss responses in class.

D. Have students employ correct verb forms in their writing assignments.

Specific Objective

6.3 Identify meaning and correct spelling of contractions.

Suggested Teaching Procedures

A. Instruct students in the use of apostrophes in contractions.

B. Provide exercises for students to practice using contractions.

Teacher Notes

A. Define action verbs and linking verbs and illustrate with sentences containing both kinds. Caution students not to confuse linking verbs with helping verbs.

B. Give students exercises in which they must identify the action verbs, linking verbs, and helping verbs.

In addition, give students sentences in which they must fill in the blank with the correct verb form (or choose between given forms).

The ship sunk.
The ship sinked.
The ship sank.

Teacher Notes

A. Example:

does not	=	doesn't
do not	=	don't
will not	=	won't
can not	=	can't
I will	=	I'll

C. Give students a list of contractions and tell students they are responsible for the spelling.

D. Add contractions to their regularly scheduled spelling tests to reinforce instruction.

Specific Objective

6.4 Identify and use articles and common adjectives.

Suggested Teaching Procedures

A. Define definite and indefinite articles and common adjectives.

B. Provide oral exercises for students to identify the articles and adjectives.

C. Provide written exercises in which students must label articles and adjectives.

Specific Objective

6.5 Identify and use possessive and reflexive pronouns.

Suggested Teaching Procedures

A. Instruct students in the use of possessive and reflexive pronouns.

The beautiful rose.
The fragrant rose.
The red rose.

Teacher Notes

A. indefinite articles: a, an
definite article: the

Adjectives are words which describe nouns.

Teacher Notes

A. possessives used with nouns

my	our
your	yours
his, her, its	their

The statue's torch
its torch

B. Assign written exercises in which the students will locate possessive nouns and replace them with possessive pronouns.

C. Correct and discuss answers in class.

D. Have students memorize the reflexive pronouns.

E. Have students do an exercise using reflexive pronouns.

F. Correct and discuss answers in class.

Specific Objective

6.6 Identify and apply correct usage of possessive nouns.

possessives used without nouns

mine	ours
yours	yours
his, her, its	theirs

reflective pronouns

myself	ourselves
yourself	yourselves
himself, herself, itself	themselves

NOTE:

Emphasize that there are no such words as hisself and theirself or theirselves.

Abe's beard
his beard

Suggested Teaching Procedures

A. Instruct students on the formation of possessive nouns. Use models.

B. Provide students with a written exercise in which they insert missing apostrophes.

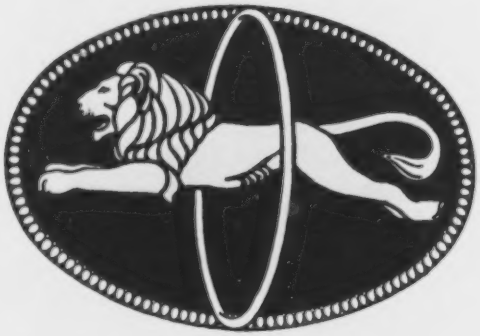
C. Correct and discuss responses in class.

Specific Objective

6.7 Use present, past and future tenses.

Suggested Teaching Procedures

A. Review present, past and future tenses.



. The lion jumps threw the hoop.
. The lion jumped threw the hoop.
. The lion will jump threw the hoop.

Teacher Notes

A. Give students models of singular and plural possessive nouns. Point out that apostrophes are not used with plural nouns unless they are possessives.

Teacher Notes

A. On the board conjugate a verb in the present, past and future tenses.

Present

I walk, I am walking, I do walk
you walk, you are walking, you do walk
he walks, he is walking, he does walk
we walk, we are walking, we do walk
you walk, you are walking, you do walk
they walk, they are walking, they do walk

Past

I walked, I did walk
you walked, you did walk
he walked, he did walk
we walked, we did walk
you walked, you did walk
they walked, they did walk

B. Provide an exercise in which students must fill in blanks with the correct tense of a specified verb.

C. Correct and discuss responses in class.

Specific Objective

6.8 Use comparative adjectives.

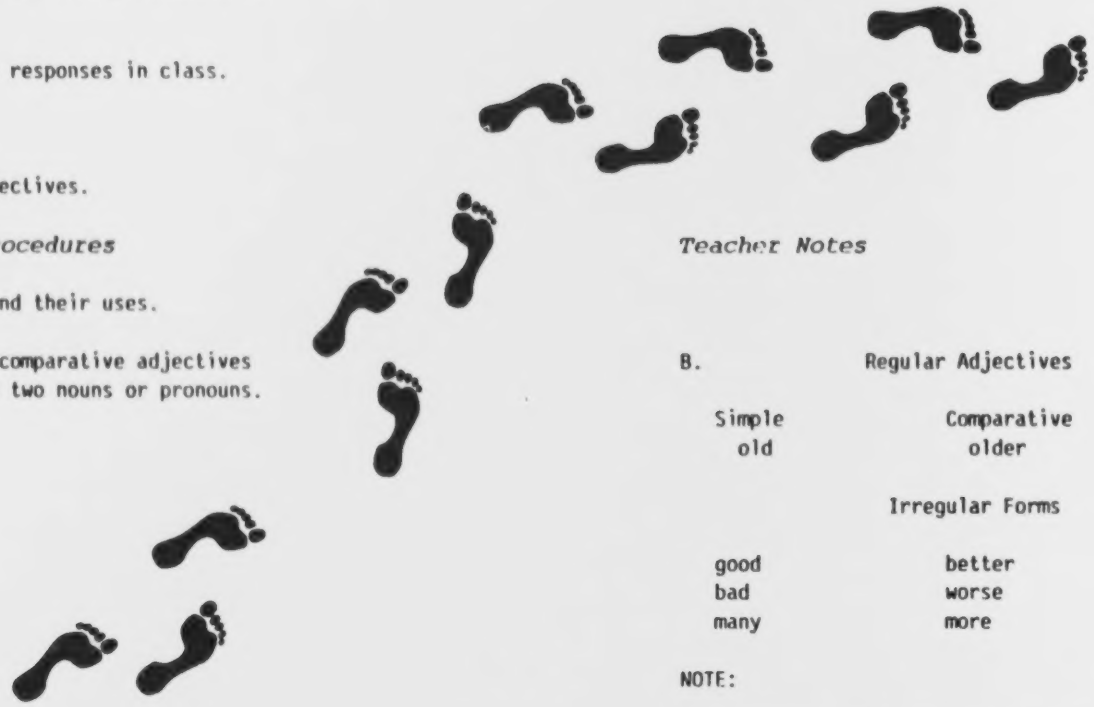
Suggested Teaching Procedures

A. Review adjectives and their uses.

B. Tell students that comparative adjectives are used to compare two nouns or pronouns.

Future

I (will) shall walk	we (shall) will walk
you (shall) will walk	you (shall) will walk
he (shall) will walk	they (shall) will walk



Teacher Notes

B. Regular Adjectives

Simple	Comparative	Superlative
old	older	oldest

Irregular Forms

good	better	best
bad	worse	worst
many	more	most

NOTE:

Instruct that words of three or more syllables form their comparative and superlative forms by using the words more and most.

C. Provide students with an exercise in selecting the correct adjective form to use in each sentence.

D. Give students a list of adjectives for which they write the comparative forms and superlative forms.

Specific Objective

6.9 Differentiate adverbs of place, time, manner and degree.

Suggested Teaching Procedures

A. Instruct students on the use and position of adverbs in sentences.

B. Give students a group of sentences to expand by adding adverbs. Have students identify whether their adverb tells where, when, how, or to what extent.

C. Discuss student responses in class.

Simple	Comparative	Superlative
practical	more practical	most practical

Teacher Notes

Adverbs modify action verbs, adjectives and other adverbs Provide models of adverbs modifying all three parts of speech listed above. Give students a list of adverbs that tell when, where and how.

When	Where	How	To What Extent
often	away	fast	very
sometimes	there	well	too
first	here	alike	more

Tell students that many adverbs end in -ly.

Specific Objective

6.10 Use adverbs of comparison.

Suggested Teaching Procedures

A. Tell students that, like adjectives, adverbs are used to compare actions.

B. Instruct the formation of comparative adjectives using models.

C. Have students form the correct comparatives from a list of adverbs.

D. Given sentences containing blanks, have students fill in the blanks with correct forms of adverbs.

E. Correct and discuss responses in class.

Specific Objective

6.11 Identify and use prepositions, conjunctions, and interjections.

Suggested Teaching Procedures

A. Define preposition and object of preposition.

B. Provide students with a list of commonly used prepositions.

Teacher Notes

A. Most adverbs form their comparative and superlative forms by using more and most. Example: more often, most often.

B. in, at, to, from, over, under, etc.

C. Show students models of sentences containing prepositional phrases. Discuss the models.

D. Give students an exercise in which they draw a line under each prepositional phrase.

E. Define coordinating and subordinating conjunctions and illustrate their use and position in a sentence.

F. Give students an exercise and have them identify the underlined word as a coordinating or subordinating conjunction.

G. Define interjection and show examples of interjections to students.

General Objective

7.0 To use punctuation.

C. A preposition is a word that relates (connects) a noun or a pronoun to another word.

A prepositional phrase begins with a preposition and ends with a noun or pronoun which is called the object of the preposition.

E. Coordinating conjunctions are and, but, or, for, nor; they join words, phrases, or clauses.

Examples of subordinating conjunctions are after, before, because, since, until or when. They are used to join a subordinate clause to a main clause.

G. An interjection expresses a strong feeling. It is a word or a group of words that has no connection to other words in the sentence. When an interjection stands alone, it is followed by an exclamation point. We're going on vacation. Hooray! When an interjection occurs at the beginning of a sentence, it is followed by a comma. Wow, what a super idea!

Specific Objective

7.1 Use commas to separate items in a series.

Suggested Teaching Procedures

A. Using examples on the board, instruct the use of commas with items in a series.

B. Provide exercises for students to practice this skill.

C. Correct and discuss answers in class.

Specific Objective

7.2 Use apostrophes in contractions.

Suggested Teaching Procedures

A. Show students models of contractions.

B. Lead a discussion about the missing letters and the position of the apostrophes.

C. Provide students with pairs of words to combine.

D. Correct and discuss responses in class.

Teacher Notes

1. He wrote, produced, and directed the movie.
2. She likes dogs, cats, birds and all kinds of animals.
3. My uncle grows watermelons, cantaloupes, apples, peaches, and cherries.
4. Grandpa has oak, maple, and birch trees in his yard.

Teacher Notes

A.

do not	=	don't
does not	=	doesn't
cannot	=	can't
was not	=	wasn't

Specific Objective

7.3 Use a colon after the greetings in a business letter and in time notation.

Suggested Teaching Procedures

A. Instruct the use of a colon in a time notation and after the greeting in a business letter.

B. Show the students examples of these uses of a colon and lead a discussion about the examples.

C. Provide students with exercises to practice these uses.

D. Correct and discuss student answers.

General Objective

8.0 To use capitalization.

Specific Objective

8.1 Capitalize adjectives derived from the names of nationalities or ethnic groups.

Suggested Teaching Procedures

A. Review previously instructed capitalization rules.

B. Instruct the capitalization of adjectives derived from the names of nationalities or ethnic groups.

Teacher Notes

A. Dear Sir:
9:30

Teacher Notes

B. French, Spanish, Ilalian, Hebrew, Chinese

C. Show students models of this capitalization use and ask students to contribute additional examples.

D. Provide an exercise in which they must capitalize words which are incorrectly written/typed using lower case letters.

Specific Objective

8.2 Capitalize appropriate words in titles or documents.

Suggested Teaching Procedures

A. Define document and ask students if they can provide any examples of documents.

B. Instruct the use of capitalization in documents.

C. Provide models illustrating correct capitalization.

D. Provide exercises in which students apply this capitalization rule to items incorrectly written in lower case letters.

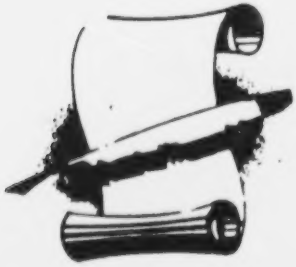
E. Correct and discuss responses in class.

General Objective

9.0 To use legible handwriting.

Teacher Notes

A. Bill of Rights
   Magna Carta
   Declaration of Independence



Specific Objective

9.1 Write letters and words in proper cursive form.

Suggested Teaching Procedures

A. Lead a discussion about the importance of legible handwriting.

B. Provide daily writing practice, and do not accept work which is sloppy or illegible.

C. Assign extra practice to students with problems with a particular letter or letters.

D. Display work which is neat and accurate on a bulletin board in the classroom.

General Objective

10.0 To spell words correctly.

Specific Objective

10.1 Separate words according to rules of syllabication.

Suggested Teaching Procedures

A. Instruct students to separate words according to rules of syllabication.

B. Lead a discussion on the importance of good pronunciation habits and their influence on spelling.

Teacher Notes

A. Insist that students form their letters properly. Do not accept non-standard or sub-standard handwriting.

Teacher Notes

A. If students are unsure of a word's pronounciation, students should check the dictionary for correct syllabication.

C. Provide students with a list of words with which they are unfamiliar. Pronounce the words for the students and have them separate the words into syllables.

D. Correct and discuss responses in class.

Specific Objective

10.2 Apply basic spelling rules.

Suggested Teaching Procedures

A. Instruct students in basic spelling rules.

B. Show students models applying the rules.

C. Ask students to give examples of words similar to your models, and/or apply each rule.

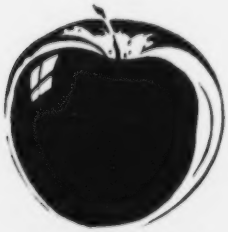
D. Provide students with exercises in which they practice the application of rules taught.

E. Correct and discuss student answers in class.

C. Have students check the dictionary for correct syllabication whenever hypenating words whose pronunciation they are unsure of.

Teacher Notes

1. Do not change the spelling of a word when you add a prefix to it (i.e. mis+spell=misspell).
2. When a word ends in e, generally keep the e when adding a suffix which begins with a consonant (i.e. care+ful=careful).
3. When a word ends in e, generally drop the e when adding a y or a suffix that begins with a vowel.



Specific Objective

10.3 Spell words from a prescribed list.

Suggested Teaching Procedures

A. Provide students with regular spelling tests and instruct students to learn to spell the words.

B. Give students regularly scheduled spelling tests and review tests.

C. Display student work.

angel
angle

Teacher Notes

A. Check to see if your school, department, or grade level has a list of words (i.e. Fry word list) which students should master. If so, add a few of these words to students regularly scheduled tests.

D. LITERATURE (Grades 4-6)

Instructional Activities f

General Objective

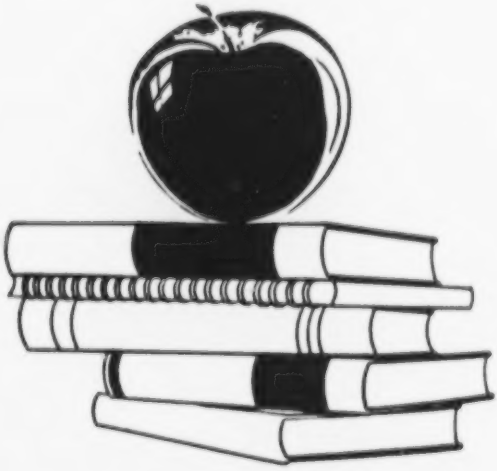
1.0 To identify literary forms.

Specific Objective

1.1 Differentiate between novel and short story.

Suggested Teaching Procedures

A. Design a large chart as a teaching tool which compares and contrasts the short story and the novel.



B. Have the class read a novel appropriate for their age group.

Teacher Notes

A. Ideas for Comparison/Contrast Chart

Short story has a limited number of

1. Characters
2. One setting
3. One plot
4. One theme
5. One point of view
6. Single tone
7. Uniform style
8. One to fifty pages

Novel often has

1. Many characters which can be studied in depth
2. Many possible settings
3. Several plots
4. More than one theme
5. One point of view
6. A single tone
7. Uniform style
8. One hundred fifty to thousands of pages (usually around three hundred)

B. Anne of Green Gables

Read novel and show VCR film.

C. Have the class read a short story which is based on the novel or view a movie based on the novel to demonstrate how much more involved the novel is than the other two forms.

D. Have the students list what was omitted in the short story or movie.

Specific Objective

1.2 Differentiate between fiction and nonfiction

Suggested Teaching Procedures

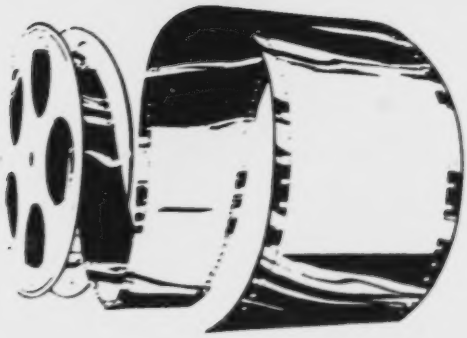
A. Ask the students to list their favorite TV shows.

B. If all the shows are fiction, add some nonfiction selections to the list.

C. Ask the students to identify those which seem real and those which are not.

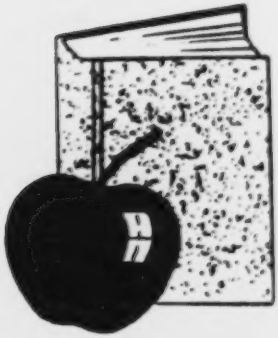
D. Clear up any misunderstandings (ex. Miami Vice may seem real because we know there are policemen and criminals in all cities, but a writer has made up the story.).

E. Define fiction and nonfiction.



Teacher Notes

E. Nonfiction - Writing based entirely upon reality and fact. It is designed mostly to inform rather than to entertain. Examples include an autobiography or biography, (careful here because many authors elaborate or add information creating what is called biographical fiction), a book describing the people and customs of a certain land, a book describing animal life, and a book explaining how to properly care for a ten speed bike.



F. Have students go through their literature books and identify each selection according to fiction and nonfiction.

G. Have students read an example of each.

Specific Objective

1.3 Identify biographies, fables, legends, tall tales and myths.

Suggested Teaching Procedures

A. Define biography and autobiography.

B. Have students read an example of a biography.

C. Have students prepare a chronological study of the important aspects of the subject's life in outline form.

Fiction - prose writing which is highly imaginative. It is written primarily to entertain. Fiction comes in the form of short stories, novels, poems, dramas, movies and even cartoons.

Realistic fiction - stories about people and events that could be true.

Fantasy - totally imaginative stories about giants or talking animals.

Teacher Notes

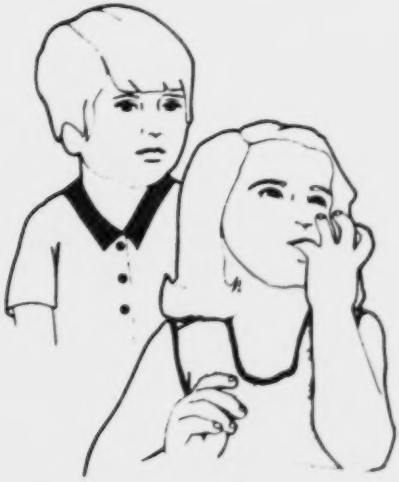
A. Biography - an account of a person's life written by someone else.

Autobiography - an account of a person's life written by himself.

C. Do a timeline to sequence important events in a subject's life. Use pictures for visual appeal.

D. Have students write an autobiography in outline form.

E. Define folklore and explain that fables, legends, tall tales and myths are examples of folklore. (NOTE: Try to associate the word folklore with things the student may already know.)



F. Define the characteristics of each type.

G. Have students read examples of each type.

H. Have students make an original collage of drawings which depict each type and label them accordingly.

E. Folklore - stories which come from the people (folks) of a specific land. The stories may or may not have been written down. They have had a tendency to change through history. Some examples include the following:

Fable - a story told to teach a lesson about human nature. Aesop wrote many fables. Use Aesop's Workshop Worksheet.

Legend - a story based on an historical person, place or subject except that the person, place or subject seems larger than life. King Arthur and the Knights of the Round Table is a good example.

Tall tale - a folk story which greatly exaggerates the exploits of a local hero: John Henry, the steel driver.

Myths - account of imaginary activities of gods and goddesses. Some were created to explain a phenomenon of nature. For example, Zeus created lightning for a weapon.

I. Provide a matching quiz of definitions and types and titles and type of folklore.

J. Have students relate any examples of local folklore.

K. Have students write an example of a tall tale.

Specific Objective

1.4 Identify lyric and narrative poetry.

Suggested Teaching Procedures

A. Ask the students what is meant by a song's lyrics.

B. Ask them to recall the lyrics to any song that comes to mind.

C. Ask the students to point out noticeable characteristics of song lyrics.

D. Explain that certain poetry is called lyric poetry because it fits some of the same characteristics.

E. Define lyric poetry.

F. Distribute copies of "The Battle Hymn of the Republic."

K. Write a new fairy tale combining elements of several stories.

Teacher Notes

C. Rhyme, rhythm

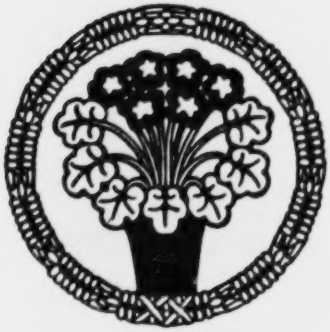
E. Lyric poetry - poetry which is highly imaginative. It has a melody and is filled with emotion.

Examples include hymns, sonnets, and songs.

G. Read it aloud to the class.

H. Have the class point out the emotional aspects of the hymn.

I. Read other forms of lyric poetry and have students point out the imaginative and emotional quality.



J. Define narrative poetry.

K. Play recordings of some popular ballads.

L. Have students summarize the plots.

M. Read an example of a narrative poem.

I. "She Dwelt Among the Untrodden Ways"

She dwelt among the untrodden ways
Beside the springs of Dove,
A maid whom there were none to praise
And very few to love.

A violet by a mossy stone
Half hidden from the eye!
- Fair as a star, when only one
Is shining in the sky.

She lived unknown, and few could know
When Lucy ceased to be:
But she is in her grave, and oh,
The difference to me!

William Wordsworth

J. Narrative poetry - poems that tell stories - historic epics, folk and literary ballads.

M. "The Story of Annabel Lee" by Edgar Allan Poe is an excellent example.

N. Have students summarize the story.

O. Give the students an example of lyric poetry and narrative poetry and have them identify each according to type. Have them explain the distinguishing characteristics of each example.

Specific Objective

2.1 Recognize rhyme, rhythm, and alliteration.

Suggested Teaching Procedures

A. Have the students recall nursery rhymes.

B. Explain their popularity.

C. Have students point out the rhyming words in some nursery rhymes.

D. Give the students a list of words and have them provide rhyming words.

E. Define rhyme.

F. Using a simple nursery rhyme demonstrate how to determine the rhyme scheme.

Teacher Notes

A. You might read some rhymes for children of limited backgrounds.

B. Small children are fascinated by sounds and delight in the simple rhymes. They serve as vehicles for learning to speak and for building memory skills.

D. Rhyme - sound repetition which gives poetry a musical quality.

F. Humpty Dumpty sat on a wall. a
Humpty Dumpty had a great fall. a
All the king's horses and all the king's men. b
Couldn't put Humpty Dumpty together again. b

Rhyme scheme aabb

G. Have the students determine the rhyme scheme of another poem or nursery rhyme.

H. Play several musical recordings with varying beats and have the students clap in time to the music.

I. Explain that rhythm is a part of our daily lives. We hear it as waves hit a beach, as clocks tick, and even as our heart beats in rhythm.

J. Define rhythm.

K. Give the students a list of words or phrases to divide into syllables.

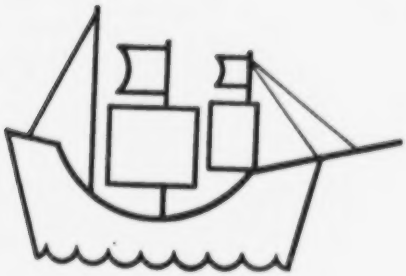
L. Have them mark the syllables as either stressed or unstressed. Have them use dictionaries if necessary.

M. Demonstrate how to evaluate a poem for rhythm by using a simple poem.

N. Have the students repeat the poem while clapping out the beats.

O. Have the students determine the rhythm of a simple poem.

P. Repeat a tongue twister for the class. (She sells sea shells by the sea shore.)



J. Rhythm - regular recurrence of a beat.

K.

advice	ad-vice
yesterday	yes-ter-day
on the bus	on the bus
mushroom	mushroom
remember	re-mem-ber

M. Roses are red
Violets are blue
Sugar is sweet
And so are you.

Q. Ask the students to recall any tongue twisters they have heard. (Peter Piper, How much wood . . .)

R. Ask the students to explain why tongue twisters are so hard to say.

S. Explain that they are an extreme example of alliteration and define the term.

T. Read a poem which uses alliteration and have the students point out the examples.

U. Assign the students a poem and have them determine the rhyme scheme, accented and unaccented syllables and use of alliteration.

V. Have students write Haikus and illustrate them.

Q. Alliteration - repetition of similar consonant sounds, often at the beginnings of words.

There Isn't Time
by Eleanor Farjeon

There isn't time, there isn't time
To do the things I want to do
With all the mountain tops to climb
And all the woods to wander through
And all the seas to sail upon
And everywhere there is to go
And all the people, everyone
Who lives upon the earth, to know
There's only time, there's only time
To know a few, and do a few
And then sit down and make a rhyme
About the rest I want to do

from Sun Spray, Scott Foresman Reading Series, p. 324.

Specific Objective

2.2 Identify mood and plot.

Suggested Teaching Procedures

A. Have the students offer a definition of mood.

B. Define mood in the literary sense.

C. Explain how a writer creates mood.

D. Define connotative words.

E. Assign a list of words and have the students provide synonyms which communicate connotative value.

F. Assign a sentence which has underlined words which may be changed using connotative words according to the mood desired.

Teacher Notes

A. Read a piece of literature with an obvious mood and ask students how the piece makes them feel.

   Have students bring in a song that relates to a book read. Have each student relate this record or tape to the story.

B. Mood - the atmosphere or over-all feeling created by a piece of literature.

C. A writer may create mood through the use of connotative words and descriptions of settings; use a worksheet.

D. Connotative words communicate strong feelings.

   Example: child brat

E. Brainstorm

man	woman	child	house
gentlemen	gal	kid	home
fellow	lady	tot	dwelling
bum	matron	young-un	domicile condo

The man walked through the park eating peanuts.

(man)	(walked)	(eating)
bum	skipped	munching
gentleman	swaggered	nibbling
fellow	strolled	spitting

G. Read a paragraph which contains strong description of the setting.

H. Have the students describe the setting in their own words.

I. Distribute copies of the paragraph.

J. Have students underline the adjectives which help create the over-all atmosphere and mood.

K. Define plot.

L. Explain that plots can be divided into three main sections - Beginning Middle End.

M. Write the three parts to a plot on the board.

N. Using a familiar story like Cinderella, have the students break down the main actions into the three categories.

Use the words above to create the following moods:

Carefree, happy mood

The (gentleman) (strolled) through the park (nibbling) peanuts.

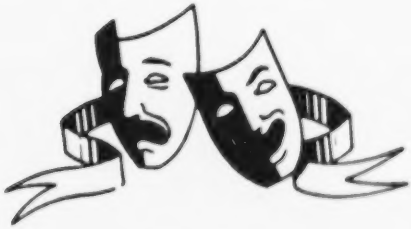
Disrespectful mood

The (bum) (swaggered) through the part spitting peanuts.

K. Plot - the sequence of events which occurs in a story. Plot a chart as a novel or story is read. Use a collage of events, feelings, sensory words.

O. Assign a story that has already been read in scrambled form and have the students put it in chronological order.

P. Provide role playing exercises and have the class chart the actions.



Q. Provide a chart which demonstrates how a plot is created.

R. Represent the plot structure of a story with some kind of original graphic design: a series of interjoined circles suggesting the complex social relationships that link different characters; a stairstep graph showing ascending

O. Flannel board or cards could be used here.

P. Conflict - a clash of actions, ideas or desires.

Crisis - when the main character realizes the conflict.

Climax - the turning point in the story when the conflict is resolved.

Ideas for role playing:

Sally's brand new watch is missing; she thinks Dan has it.

Laura and Jenny are sisters. They broke Mom's antique vase while she was away. Laura wants to tell the truth; Jenny doesn't.

Q. Crisis Climax

Suspense

Opening Incidents Resolution

Conflict Development

Have students cut out comic strips and identify each frame as the conflict, crisis, climax, or resolution.

levels of accomplishment through which a character passes; a complex of whirling, interlocking spirals to suggest the confusion of a disturbed character.

S. Have the students read a story and determine its mood.

T. Have the students use the same story to outline the plot and label the conflicts, crisis and climax.

Specific Objective

2.3 Identify similes, metaphors and personification.

Suggested Teaching Procedures

A. Explain that our language is colorful because we use figures of speech to describe people, places and things.

B. Assign the class some figures of speech and have them explain what they mean.

C. List the words similes, metaphors and personification on the board with definitions and examples.

Teacher Notes

A. Have students draw pictures illustrating literal meanings of idiomatic expressions. Discuss both literal interpretation and actual meaning, i.e. "trees beckoned", "She was a computer."

C. Simile - comparison of two essentially unlike things. The expression uses "like" or "as."

Aunt Lucy: "I eat like a bird."

Uncle Ted: "Yea, a vulture! Ha, ha."

Metaphor - comparison of two essentially unlike things without using "like" or "as."

Sam: "This test is a piece of cake."

Tony: "Glad, you think so.. I had to fudge my way through it."

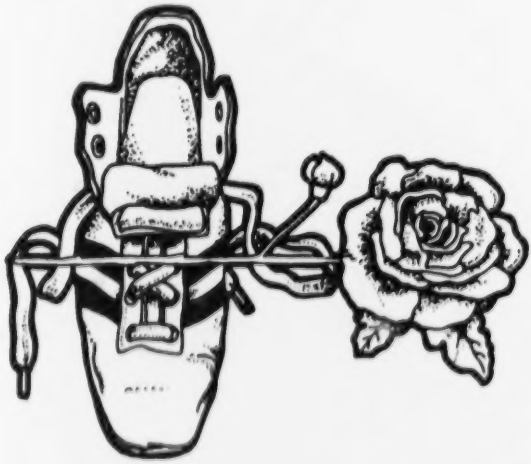
D. Assign the students the task of writing their own examples.

E. Read a poem aloud with the class.

F. Have the students circle similies, underline metaphors, and draw a box around any example of personification. (if all three exist in the poem)

G. Have students make posters illustrating the figures of speech.

H. Assign a poem for the students to identify the figures of speech.



Personification - human characteristics are given to something that isn't human.

The bramble bush reached
out and grabbed
my new slacks.

H. Good poem to demonstrate personification

Steam Shovel
by Charles Malam

The dinosaurs are not all dead
I saw one raise its iron head
To watch me walking down the road
Beyond our house today
Its jaws were dripping with a load
Of earth and grass that it had cropped
It must have heard me where I stopped
Snorted white steam my way
And stretched its long neck out to see
And chewed, and grinned quite amiably.

from Sun Spray, Scott Foresman Reading Series, p. 445

Specific Objective

2.4 Name persuasive techniques.

Suggested Teaching Procedures

A. Assign role-playing situations and have the class identify the methods the students used to try to persuade.

B. Explain how we are constantly being bombarded with persuasion. Then, have students give examples.

Teacher Notes

A. Role playing situations

Persuade Mom or Dad to:

permit you to spend a second night at a friend's house.

take you to the beach.

permit you to take a babysitting job or other job.

allow you to redo your room in a wild style.

permit you to dye your hair green.

buy you a new bike.

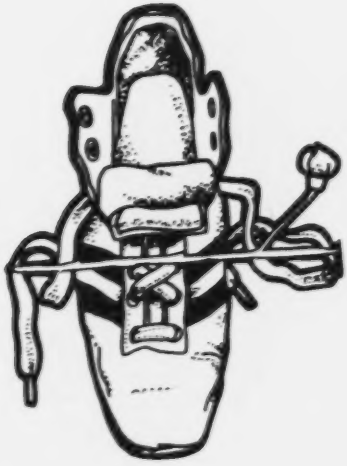
B. Persuasion around us

- Friends try to get us to do things (sometimes the wrong things).
- Parents and teachers try to persuade us to study and behave correctly.
- T.V. and radio ads try to persuade us to buy certain things.
- People come to our doors and try to persuade us to contribute money to certain charities and organizations.

C. Explain the importance of being able to see through persuasive techniques so good choices can be made.

D. List four major persuasive or propaganda techniques with examples.

E. Have students collect magazine advertisements identifying the kinds of propaganda. Categorize them on a wall chart.



D. Propaganda Techniques

- Bandwagon - the everyone is doing it technique.

  "You should get a bike like this one; everyone has one."

- Testimonial - a well known person endorses a product.

  Michael Jackson - "Pepsi has the taste with zip."

  Interestingly Michael Jackson never drinks sodas but is paid millions of dollars to sell them.

- Transfer - an advertisement shows Sylvester Stallone (Rocky) holding a pair of athletic shoes. The sign says "For the tough ones." The writer hopes that people who want to be tough like Rocky will buy the shoes and Moms and Dads will think the shoes will stand up to tough treatment from kids.

- Emotional words - the persuader selects words carefully to turn you on to or off of something.

  Has the scorching summer heat got you down? Does the terrible humidity make you feel lethargic and sleepy all the time? Well, escape the misery of the heat and come to Mountain Brook Lodge, Coolwater, PA. You will not only enjoy the delightful mountain air, but your energy and enthusiasm for life will be renewed.

F. Have students write examples of each technique.

G. Have students collect examples of each type and have the class play an identification game.

H. Have students make cartoon posters which illustrate each type.

I. Assign written examples for students to identify.

Have students circle the emotional words.

Have students draw ads using various techniques.

Have students invent and try "to sell" an original product.

E. STUDY SKILLS (Grades 4-6)

General Objective

1.0 To locate information.

Specific Objective

1.1 Use guide words to locate dictionary entries.

Suggested Teaching Procedures

A. Ask students the purpose of guide words.

B. Provide students with an exercise to practice the use of guide words.

Specific Objective

1.2 Select appropriate definition from multiple meanings.

Suggested Teaching Procedures

A. Provide students with an exercise containing sentences in which words with multiple meanings are underlined.

B. Instruct students to read the above sentences carefully. Then have students locate the underlined word in a dictionary and select and write the definition which fits best in the sentence.

Teacher Notes

B. Underline the guide words which correctly identify the page on which each of the following words will be found.

Example

1. Entry
A. Echo-editor
B. Eject-Elite
C. Emit-Enter
D. Enemy-Error

Teacher Notes

1.2 B. 1. He was always trying to bait his brother into arguing.
2. The somber colors made the room seem small and depressing.
3. Depress the button after depositing a quarter.

Specific Objectives

1.3 Locate and determine syllables and pronunciations.

Suggested Teaching Procedures

A. Instruct students on how to use a dictionary to determine syllables and pronunciations.

B. Provide a list of words for students to locate in a dictionary and to record the syllabication and pronunciation.

Specific Objective

1.4 Locate words by root words.

Suggested Teaching Procedures

A. Instruct students in the use of root words to increase vocabulary.

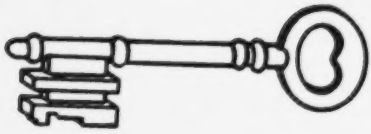
B. Provide students with a list of common root words and have students locate as many words as possible containing each root.

Specific Objectives

1.5 Find meanings of common prefixes and suffixes.

Suggested Teaching Procedures

A. Instruct students in the use of prefixes and suffixes to change word meanings.



Teacher Notes

A. Provide students with a list of nonsense syllables to pronounce according to phonetic spelling.

B. Sample words

sympathetically, abusively, presuppose, infinite patriarch

Teacher Notes

B. Examples

scrib, script, pater, flect, flex, cred, fort

Teacher Notes

B. Provide a list of common prefixes and suffixes which the students will define using a dictionary.

C. Provide a list of root words and have students form different parts of speech by adding prefixes and suffixes.

Specific Objective

1.6 Locate title, author and subject cards; record call-numbers for books; locate a given book in the library.

Suggested Teaching Procedures

A. Lead a discussion about library resources.

B. Instruct the Dewey Decimal System.

B. Examples

dis-
un-
pro-
ad-
-ance
-ence
-ity
-able

Teacher Notes

B. Dewey Decimal System

000-099	General Works
100-199	Philosophy
200-299	Religion
300-399	Social Sciences
400-499	Language
500-599	Sciences
600-699	Technology
700-799	Fine Arts
800-899	Literature
900-999	History, Geography

C. Show students the author card, title card, and subject card of a chosen book, and explain the necessity of three cards.

D. Explain the information on the cards.

E. Provide each student with a different book title and take students to the library to locate a book.

F. Have students record the call number of the book assigned.

G. Have students locate the book assigned to them.

H. Provide students with a list of specific questions to assure the fact that they located their assigned book.

Specific Objective

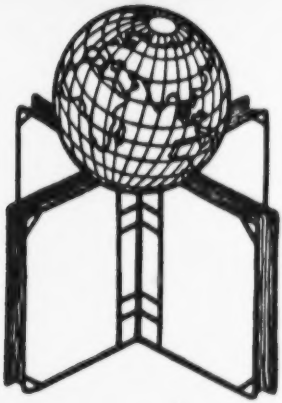
1.7 Identify and locate copyright date, and publisher.

Suggested Teaching Procedures

A. Tell students where to locate the copyright date and the publisher of a book.

B. Explain to students the importance of this information.

C. Have students locate the copyright date and the publisher's name on books.



G. Place question charts around the room sending children on a "treasure hunt" i.e., What is an aardvark? What is the population of San Francisco? Where is the city of Tehran? Who was Susan B. Anthony? Where is the Nile River?

H. Example questions

1. What is the book's call number?
2. Who is the author?
3. Is the book illustrated?
4. How many pages are in the book?
5. How many chapters does the book contain?

C. Students can locate and record this information from the textbooks they are currently using.

Specific Objective

1.8 Find a given topic in the index of a reference book.

Suggested Teaching Procedures

A. Lead a discussion about using encyclopedias as references.

B. Provide students with a copy of a page from an encyclopedia index, and lead a discussion about the usefulness of this tool.

C. Provide each student with a question to answer using their reference page.

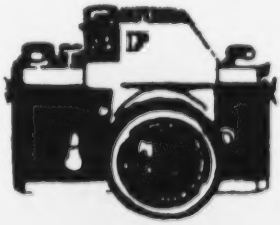
D. Have each student record where information on this topic can be found.

Specific Objective

1.9 Use guide words/letters to locate topics.

Suggested Teaching Procedure

A. Lead a discussion about using guide words/letters to locate topics.



Teacher Notes

C. Suggested questions

1. What kind of equipment is used on a camping trip?
2. What is the slogan for the state of Utah?
3. Name three of Benjamin Franklin's inventions?

A. Suggested topics

1. automobiles
2. Henry Ford
3. Thomas Edison
4. electricity
5. Helen Keller
6. braille

B. Assign a topic to each student. Have the student locate the topic and record the quide word/letter and page number where the information is located.

Specific Objective

1.10 Identify and use specialized encyclopedias.

Suggested Teaching Procedures

A. Instruct students on the use of specialized encyclopedias.

B. Give students prepared questions and have them locate answers in specialized encyclopedias. This can be done in groups or as individuals.

C. Collect answers and discuss resources used.

Specific Objective

1.11 Use skimming and scanning techniques.

Suggested Teaching Procedures

A. Define skimming and scanning and instruct how to do the above.

B. Provide a one paragraph exercise for the students to practice skimming.

Teacher Notes

A. Determine what specialized encyclopedias your library contains and create questions using those specific resources (i.e. biographical reference books, Reader's Guide, almanacs).

B. Have students not only write the answer to the question(s) but also have students identify the source in which the information was located.

Teacher Notes

A. Skimming is rapid reading to determine the main idea of a passage.

B. 1. Ask students to write the main idea of the paragraph.
   2. Ask them to list the key words which gave them the main idea.

   Then ask two questions requiring the students to remember specific details from the paragraph. Make sure these details are important ones.

C. Have the students turn the paper face down when they have completed skimming.

D. Dictate 4 or 5 questions to the students to see how effectively they skimmed the material.

E. Have frequent practice so the students will become accustomed to the kinds of information they should get from these techniques.

F. For scanning, give the students instructions on what they are to look for.

G. Tell students to locate the information as fast as possible, write the answer, turn their paper face down, and raise their hands when finished.

General Objective

2.0 To organize information.

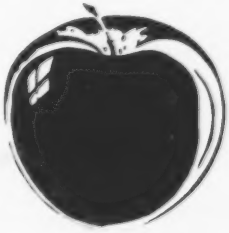
Specific Objective

2.1 Use appropriate outline form.

Suggested Teaching Procedures

A. Review the format, capitalization, punctuation, and parallel structure of an outline. (Ask questions to see how much students already know; include sentence and topic outlines.)

F. Have students scan for specific numbers, dates, names or details.



Teacher Notes

A. I. Main topic
   A. Subtopic
   B. Subtopic

II. Main topic
   A. Subtopic
   B. Subtopic

B. Give students a model of each outline to examine.

C. Provide students with main topics and subtopics to arrange in outline form.

D. Have students create a formal outline with the topics provided

E. Collect and correct student papers.

General Objective

3.0 To interpret information

Specific Objective

3.1 Interpret bar, line, and pie graphs and pictographs.

Suggested Teaching Procedures

A. Lead a discussion about the purpose of graphs.

B. Provide samples of each kind of graph and instruct how to interpret each graph.

III. Main topic
  A. Subtopic
    1. Details
    2. Detail
  B. Subtopic
  C. Subtopic

B. Models can be found in practically all elementary and junior high grammar books.

D. Have students outline the chapter in a social studies or science textbook.

Teacher Notes

3.1 The best source of locating copies of graphs to duplicate for your students may come from your school's reading teacher/specialist. He/she may have graphs with written questions accompanying them.

C. Provide copies of graphs to each student and have each student write answers to questions which can only be answered by correct interpretation of the graphs.

General Objective

4.0 To retain information

Specific Objective

4.1 Memorize selected and assigned material.

Suggested Teaching Procedures

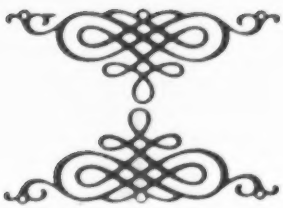
A. Instruct students in memorizing.

B. Assign material to be memorized.

C. Have students write answers to questions which require memorized answers.

or

Have students do an oral presentation which has required memorization.



Teacher Notes

A. Teach students to use the alphabet as a tool to help them remember lists of items Teach students to identify key words and/or phrases in lists they have to memorize.

B. Have students memorize the names of the states and their capitals. Have them alphabetize the list of states and learn them in groups (i.e. A-G, H-P, Q-Z).

or

C. Have the students memorize a poem and present it orally to the class.

General Objective

5.0 To prepare for and take tests.

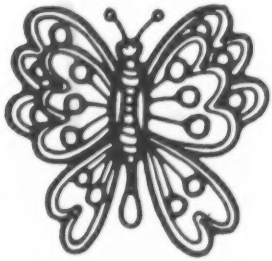
Specific Objective

5.1 Respond appropriately to sentence completion items and short answer questions.

Suggested Teaching Procedures

A. Instruct students to identify the kinds of sentence completion items and short answer questions which could be on a test.

B. Provide exercises which require the student to memorize details for a practice test which involves sentence completion items and short answer questions.



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Teacher's Notes

B. In order for these exercises to be meaningful, they should be developed from materials the class is presently using. Guide the students in creating some of the questions themselves thus enabling students to get practice in selecting important details and main ideas.